



Coomandook Area School and Coomandook & Districts Kgtn

2021 annual report to the community

Coomandook Area School Number: 0729

Coomandook & Districts Kgtn Number: 6508

Partnership: Coorong & Mallee

Signature

School principal:

Mr Malcolm Jurgs

Governing council chair:

Mrs. Louise Pitt

Date of endorsement:

18 February 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Coomandook Area School is a quality K-12 school in the Coorong Mallee Partnership proudly serving our local community. In 2019, the school amalgamated with the Coomandook and Districts Kindergarten to become a Pre-School to Year 12 site. In 2021 the school has provided improved learning opportunities through its Pre-School Quality Improvement Plan and the School through its Site Improvement Plan. It is situated 140 kms from the Adelaide CBD on the Dukes Highway. The enrolment in 2021 is 122 which includes 5 Pre School students. The local Partnership is Coorong Mallee. The school has an ICSEA score of 990, and is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The school population includes 3 % Aboriginal students, 12% students with disabilities, 0% students with English as an additional language or dialect (EALD) background, 0.8% children/young people in care and 37 % of students eligible for School Card assistance. In 2021 the school Leadership team consists of a Principal, Deputy Principal, SACE / Transition Coordinator and the School Administration Officer. There are 15 teachers including 5 in their first few years of teaching. The school consists of 1 Early Years and 3 Primary teachers, and 11 teachers with secondary background. The school employs 12 SSOs of which 4 provide classroom support, 2 grounds staff, a Youth Worker, an ICT manager, a Librarian and 3 Office Staff, one with Line Management and Leadership responsibilities. Our school vision is to provide a school dedicated to providing an engaging learning environment where children are inspired to thrive and reach their full potential. Our values are: Respect, Honesty and Persistence and these underpin all of our teaching and learning programs and interactions between staff, students and parents. In 2021 the school delivered all Australian Curriculum required learning areas F-10, the SACE Certificate and VET options. We had students sit external exams looking for an ATAR to go onto further study. In 2021 the school continued on planning from the Department for Education's new Site Improvement Plan model with three Challenges of Practice focusing specifically on improving Writing, Reading and Number. Staff underwent considerable professional development, were actively involved in Professional Learning Communities and dedicated to pedagogical improvement. Writing has been the major focus of new learning for staff from this plan. In Term1 the school underwent an External School Review, which highlighted the progress that the school had made since the previous review and presented it with 3 new recommendations to work toward over the next 3 years.

Governing council report

This year we managed to fill a full council, eventually, thank you to all our councillors for their time and dedication to our school. Many of our councillors are also on the P&F committee so have double duty, the things we do to support our children's learning! Once again thank you to you all. This year we have reviewed a few policies. In an effort to have all schools on the same level the Department has supplied new templates for many so together with Staff we need to fill in the gaps about what we would like the focus of our School to be. Our Assets and Grounds committee have had a big year, winning a grant to do some works on the Science lab, but of course this is going to a bigger job than we thought. Our active committee worked with the groundsmen all year with new playgrounds and gardens. We held a working bee this year and thank you all who came. We worked with the SRC this year with their amazing fundraising and it was great to see such an enthusiastic group working to create opportunities and resources for their peers. The uniform committee works with the school and hopes to build a school team-spirit by introducing new items for purchases. The bus committee has met a few times and has sent a communication to the Education Minister regarding the availability- or lack thereof - of transport to the local school of right. We hope to highlight this issue for rural areas and look forward to trying to achieve the best outcome for local families. Our parent survey asked families what they thought were the best things about Coomandook Area School and also the things that could be improved. One of the things for improvement was that students could have more opportunities for camps and excursions. Staff have taken this on board and have made every effort to create these events, even in these challenging COVID times. Our last meeting this year we took the time to review the school interim budget and also reviewed the Site Improvement Plan. Governing Council is excited to help enable and encourage the Staff and students at Coomandook Area School achieve the goals set in this plan. Please consider attending the AGM when the Annual Report will be provided and comparisons will be made against the goals set, what is achieved and how, as a school, we got there. Thanks you again to all families who take the time to support the volunteer positions at the school and look forward to working together in 2022.

School quality improvement planning

Overall the school achieved its Improvement Goals in 2021. There was strong growth in both the Reading and Writing NAPLAN results and the targets set for the year were met. While the Numeracy target to increase the number of HB scores in the Year 9 cohort was not achieved, all students in this cohort met SEA. It should be noted that these targets could be seen as low hanging fruit, as with low cohort numbers, one student can make the difference between achieving the target or not. Further to this, the NAPLAN results also showed that every cohort tested this year showed better than average growth in both numeracy and reading. This has been achieved despite changes in leadership and changes to staffing throughout the year. The Brightpath Writing tool has been introduced and has shown that the strategies used have led to improvement but this has not been consistently applied across the school, with 2 of the 4 teachers using it going on maternity leave. This needs to be embedded in to practice across the school, and the IRW tool introduced in the other learning areas. This is a formative assessment tool and therefore needs to be accompanied by high impact teaching strategies such as feedback, the use of mentor texts and meta language used consistently across the school so that students understand the expectations required in all learning areas for it to have the impact desired. There has been a strong focus on Reading for a number of years and the introduction of Jolly Phonics in the early years has shown good results with phonics screening results improving dramatically over the course of the Improvement plan. The Year 3 NAPLAN results show that 50% of the cohort are in the High Bands for reading. There are still a number of students in this cohort yet to achieve SEA but processes are in place to support their reading development, including the use of DIBELS to track growth and target interventions as needed. As a result it has been decided that Reading will not be one of the goals for the new Site Improvement Plan. While Numeracy improvement has been a goal throughout the life of the improvement plan, it has not received as much attention as either of the literacy goals. The majority of students that sat NAPLAN in 2021 achieved SEA but the number of HB students was lower than for literacy. There has been a focus in Year 7 and 8 on using the SNMY to determine students' level of multiplicative thinking and to apply interventions to meet the needs of these students which has seen a lift in students achieving SEA but more work needs to be done to get more students in to the high bands. It is planned to continue this work up to Year 9 in 2022. There has also been considerable work on the Big Ideas in Number in the primary school, particularly junior primary, which has seen more students in the High Bands in the Year 3 NAPLAN test, but there is more work to be done here to capitalise on this progress. In the secondary years this will include highlighting the numeracy in learning areas other than mathematics and allowing students to apply their learning in new, real world contexts. In the primary years, there will be a focus on teaching problem solving skills.

Preschool quality improvement planning

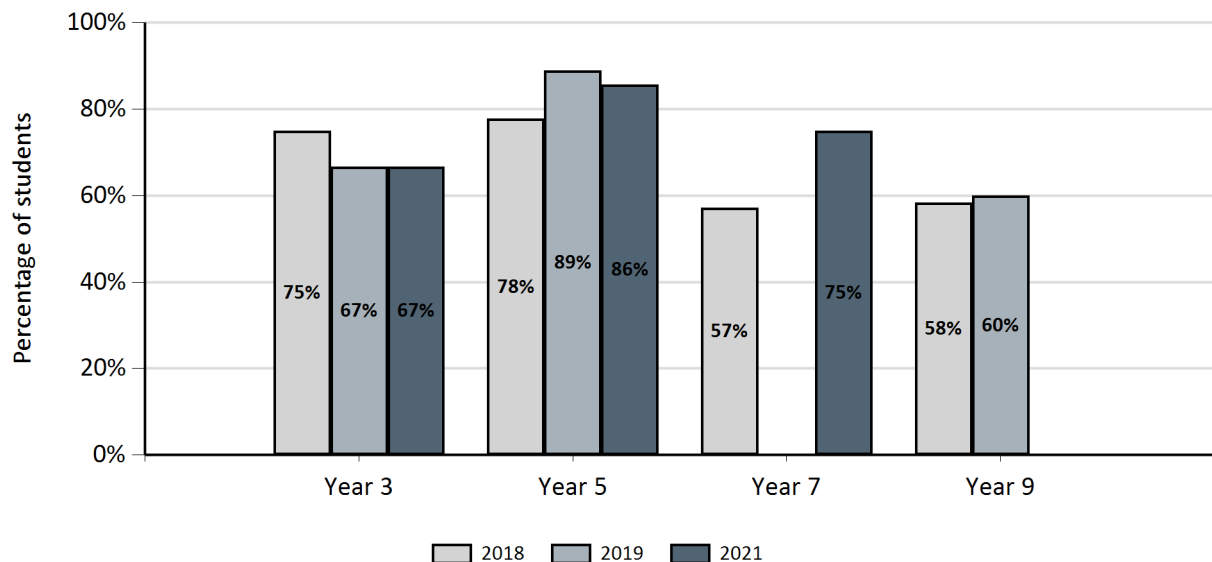
The Preschool Quality Improvement Plan goal was to increase children's conversational skills and the evidence gathered over the course of the year demonstrates the growth that the children made. Children were positively engaged in interactions with peers and educators using increasingly sophisticated verbal and non-verbal communication skills. Children increased the duration of their back and forth exchanges and how they used complex sentences during those exchanges. Having regular meetings with the Project Officer provided valuable support to critically reflect and analyze the data. Multiple forms of data were gathered, including anecdotal notes and video recordings, for analysis and evidence towards PQIP goal. Split teaching over the course of the year made the consistent collection of data toward the PQIP goals challenging. Regular scheduled meetings between the preschool teacher and site leadership regarding PQIP progress and Preschool Site Improvement were persistently impacted by scheduling clashes during semester two. The next steps for 2022 are to build upon children's thinking as they share their ideas and knowledge with others. Leadership has made a commitment to schedule regular PQIP meetings for 2022.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

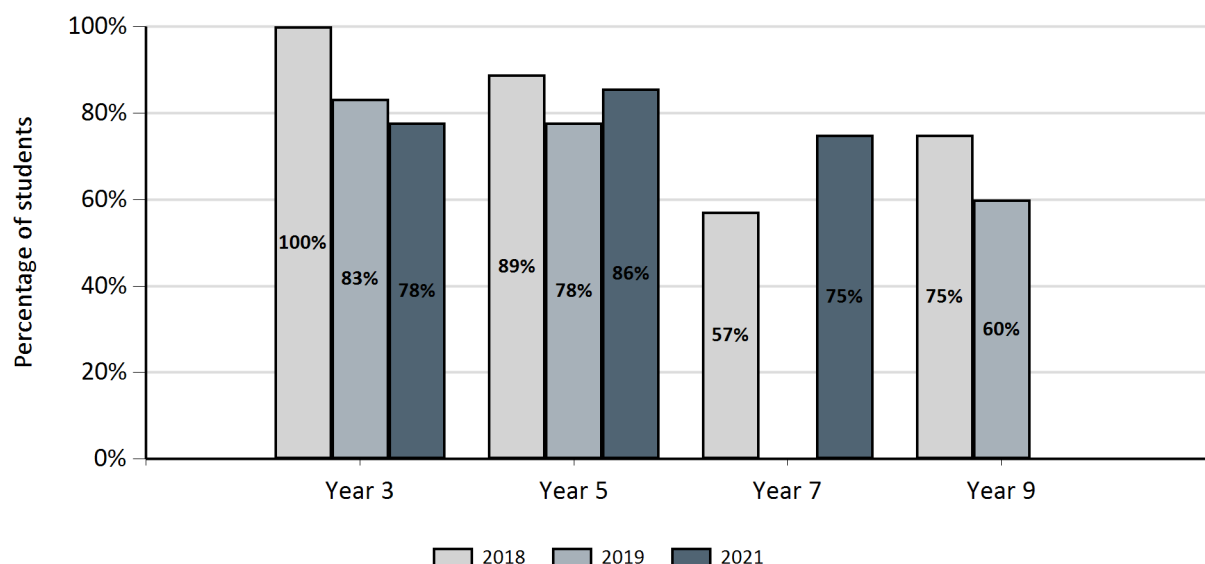


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	50%	*	34%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	34%
Middle progress group	*	50%	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	9	9	4	3	44%	33%
Year 3 2019-2021 Average	7.5	7.5	2.5	2.0	33%	27%
Year 5 2021	7	7	2	1	29%	14%
Year 5 2019-2021 Average	8.0	8.0	3.0	1.0	38%	13%
Year 7 2021	12	12	1	2	8%	17%
Year 7 2019-2021 Average	8.5	8.5	1.0	1.5	12%	18%
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	10.0	10.0	1.5	1.0	15%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

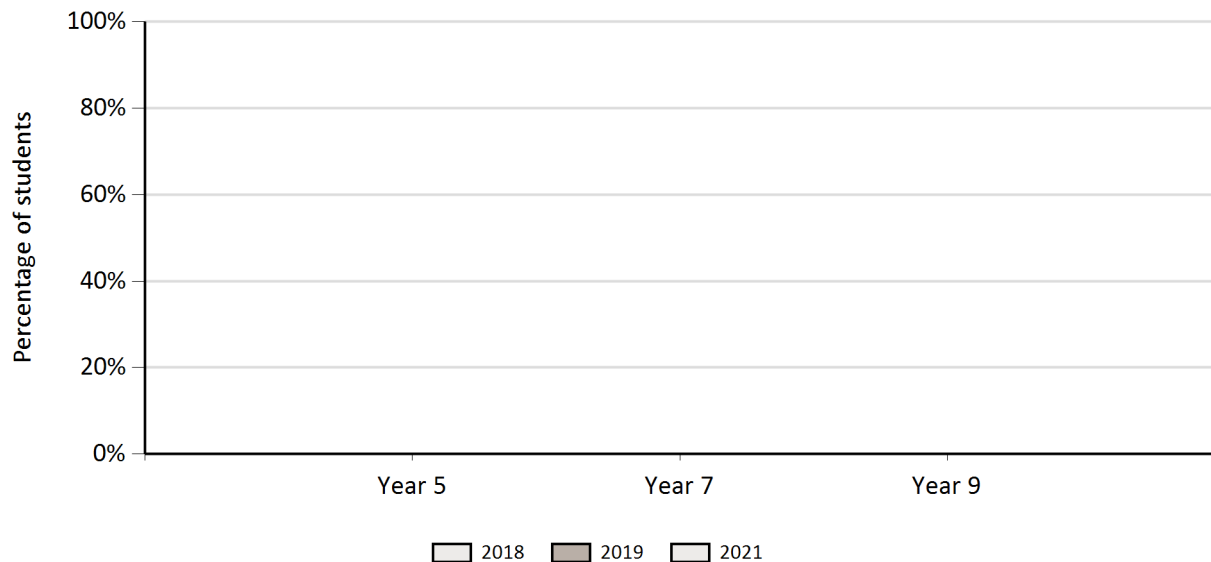
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



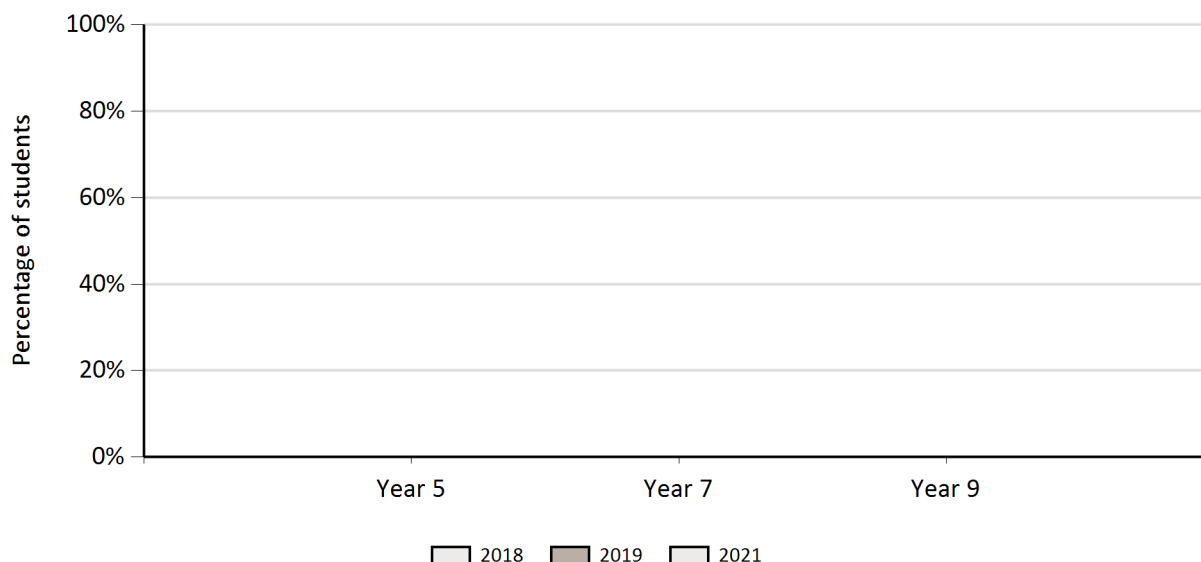
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2021 Coomandook Area School focused on the key element of collection and analysis of data to inform school decisions and teacher practice for Aboriginal students. The actions undertaken were to ensure that data was identified and used to ensure effective planning for improvement in numeracy and literacy outcomes for Aboriginal students.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All Aboriginal students have a One Plan and data is used to inform these plans. When reviewing data sets and evaluating teaching and learning programs and interventions, Aboriginal students are identified to allow evaluation of the effectiveness for this cohort of students specifically. All Aboriginal students that underwent NAPLAN or PAT testing in 2021 achieved SEA in Numeracy, while 80% of Aboriginal students achieved SEA in Literacy.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
88%	90%	97%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	0%	0%	0%	0%
A	0%	2%	5%	7%
A-	6%	10%	5%	3%
B+	14%	7%	8%	0%
B	16%	12%	3%	7%
B-	12%	24%	21%	16%
C+	10%	17%	21%	0%
C	18%	14%	23%	19%
C-	10%	5%	13%	19%
D+	6%	5%	3%	0%
D	4%	2%	0%	0%
D-	0%	2%	0%	0%
E+	2%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
88%	89%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2019	2020	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	22%	75%	40%	55%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	0%	72%	20%	27%

2021
88%
67%

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Some relevant points can be drawn out from the data. Individual students in Years 5, 7 and 9 generally showed above average growth in their results this year compared to their 2019 results. Since 2018 there has been an upward trend in the number of students achieving the Standard of Educational Achievement (SEA) in Reading but this cannot be said of the numeracy results. There were a significant number of students who achieved in the higher bands in Year 3 across both literacy and numeracy. The challenge is to ensure that these students remain there while also getting those students who did not achieve SEA to meet the required standard in future years. From the Year 5 to 9 data it appears that the school is successful in getting students to meet the Standard of Educational Achievement but more work needs to be done to ensure that more students achieve in the higher bands.

100% of our Year 1 students achieved the benchmark in the Phonics Screening Test which is a reflection of the hard work that has been done and the successful introduction of the Jolly Phonics program to the school.

Once again Year 12 students at Coomandook Area School achieved a 100% SACE completion rate, with 100% of grades being C- or higher, while the percentage of grades B- and above was 37%. The challenge for the school is to increase the number of grades in the higher bands i.e. B- or above.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	96.9%	80.0%	81.3%	97.2%
2019 centre	100.0%	90.0%	85.0%	90.0%
2020 centre	90.0%	73.3%	77.1%	81.3%
2021 centre	72.0%	68.0%	96.0%	72.4%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	87.5%	92.6%	91.2%	92.2%
Year 1	93.2%	92.9%	90.2%	93.0%
Year 2	86.4%	92.0%	92.0%	91.4%
Year 3	93.4%	95.1%	88.9%	92.0%
Year 4	93.9%	90.3%	93.9%	91.8%
Year 5	92.2%	93.7%	95.0%	94.6%
Year 6	90.2%	94.2%	94.3%	93.8%
Year 7	96.4%	95.2%	91.4%	94.8%
Year 8	89.7%	97.5%	94.7%	89.5%
Year 9	84.9%	90.0%	96.4%	93.2%
Year 10	91.0%	87.2%	89.2%	96.8%
Year 11	82.7%	92.9%	85.9%	87.3%
Year 12	84.9%	91.2%	88.5%	80.5%
Secondary Other	87.1%	N/A	81.4%	N/A
Total	89.5%	92.3%	91.4%	91.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The attendance rate for 2021 is consistent with previous years. The school continues to monitor student absences, routinely following up on unexplained and unacceptable absences. The school actively promotes and encourages attendance as a strong lever in improving student learning outcomes, through regular communication with parents via Daymap and SMS messaging. Students who are exhibiting chronic non-attendance are followed up with home visits, which generally result in the student attending school for some time afterward. Attendance is encouraged and celebrated by presenting awards in the Bronze, Silver and Gold categories to students who consistently had 100% attendance in one or more terms.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	8	8	8	7
2019	5	5	5	5
2020	6	8	8	8
2021	5	5	5	5

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

There was a slight increase in the number of suspensions in 2021, but these were limited to a very small number of individual students. As part of these students' reconnection meeting outcomes, they were engaged in working with the deputy principal and SSO's using positive behaviour support programs to modify their behaviour. The outcomes included increased engagement in all lessons, reduced behaviour issues, and improved literacy outcomes. The school reviewed its Student Behaviour Management Policy in 2021, with a much clearer outline of actions and consequences of inappropriate behaviour being displayed in each classroom. Calls for management to support student behaviour in class reduced significantly throughout the year.

Parent opinion survey summary

There were 15 responses to the parent survey in 2021, which is a 30% decrease on the previous year. The responses received indicate that the school is perceived to have a positive climate where people respect each other. There was an increase in the number of parents feeling that they received enough communication from the school and that the school communicates effectively. There was also increase in the number of parents who knew the standard of work expected from the children at school. An area for improvement is the discussions that parents have with the school about their child's learning. Almost half of the respondents felt that these weren't happening or weren't useful. This issue will be addressed with staff and strategies will be explored to ensure that staff keep parents informed on their child's progress and what steps they need to take to in their learning.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
729 - Coomandook Area School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	8.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	25.0%
U - UNKNOWN	8	66.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Destination comment

Most students who left Coomandook Area School in 2021 either transferred to another government school, or left school for employment or further education. A small number of students transferred to private schools.

Relevant history screening

The school's Finance Officer has kept a record of relevant names and expiry dates to date as the requesting officer. From the 1st July 2020, all teachers and support staff and some volunteers require a working with children check (WWCC). Employees and volunteers are now responsible for applying for and maintaining their own WWCC through the Department of Human Services (DHS) screening unit. Teachers check through the Teacher Registration Board for the WWCC requirements as they update their registration.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	28
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.4	0.0	8.9
Persons	0	16	0	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$2,662,844
Grants: Commonwealth	\$7,800
Parent Contributions	\$47,631
Fund Raising	\$6,781
Other	\$39,318

Data Source: Education Department School Administration System (EDSAS).

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	This funding was used to provide students re-entering from suspension with intensive one on one support from an SSO to improve their engagement in class and their attendance.	Reduced incidents of inappropriate behaviour and increased engagement in lessons
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	This funding was used to employ SSO staff to work alongside students in class and to work with them in small groups to increase literacy and numeracy skills.	NAPLAN and PAT data show improvements for targeted students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>The Early Years funding was used to reduce class sizes in the primary area and to reduce the number of year levels in each class. It was also used to provide SSO support for students at risk of not meeting SEA in literacy and numeracy.</p> <p>Rural and Isolated Student funding was used to support students attending offsite activities such as camps and excursions, as well as attendance at VET programs. Students were also supported to attend leadership opportunities such as the Rural Youth Ambassadors program</p>	Improved results for NAPLAN and PAT indicate that students are making good progress
Program funding for all students	Australian Curriculum	This funding was used to build teacher capacity through attendance at professional learning such as BrightPath workshops. The funding was targetted at PL that supported the Site Improvement Plan goals.	Increased staff capacity has led to improved student results in NAPLAN and PAT.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	This funding was used to provide students with access to Intervention programs such as Quicksmart, Beat Dyslexia and Multilit and to extra in class SSO support for students not meeting SEA.	Improved NAPLAN and PAT data.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	This was funding was used to increase the hours that ECW was employed to support learning in the preschool setting.	Increased literacy and numeracy outcomes for all children.
Inclusive Education Support Program	This was funding was used to increase the hours that ECW was employed to support individual child learning in the preschool setting.	Increased literacy and numeracy outcomes for all children.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.